

2012-13 Final School Leader IMPACT Report

Prepared for Name
Principal at School

Dear Principal Name,

Congratulations! Your student achievement goal attainment and school leadership performance have earned you a final IMPACT rating of **Highly Effective** for the 2012-13 school year. We want to thank you for your leadership in ensuring that students, teachers, and staff members in your school improved throughout the school year. With outstanding school leaders like you in every school, DCPS will prepare its graduates for success in college, the workforce, and life.

As you know, the school leader evaluation has two key components: (1) **Student Achievement Goals** -- measures of students' learning over the course of the year; and (2) **Leadership Framework Standards** -- measures of the effectiveness of school leaders' leadership practices, outlined in the six LF standards, on improving student learning. This is the first year that we have determined final IMPACT ratings for all DCPS school leaders and ratings are based on how school leaders have performed on both of these components.

We firmly believe that school leaders at different levels of performance deserve differentiated support and recognition. You will be considered for DCPS' Standing Ovation Awards and other awards. We will also look to you to fill district leadership opportunities and tap your expertise to help other school leaders succeed. You will also be eligible for a performance bonus under our IMPACT*plus* system.

Please note while this rating is not the full measure of your impact on your school community, especially your students, it is one important measure of your 2012-13 school year performance. It is based on student achievement goals you set at the beginning of the 2012-13 school year and how you sought to meet these goals throughout the year by striving to demonstrate effective leadership practices. Your dedication to setting and achieving your student achievement goals moves us one step closer to reaching our Capital Commitment goals. You continue to be the most important lever for change in our school system, and your tireless enthusiasm for excellence will have a dramatic positive impact on our students' lives.

We look forward to collaborating with you and your school in the coming year as we strive to achieve our Capital Commitment Goals.

Sincerely,

John Davis
Chief of Schools



2012-13 Final School Leader IMPACT Report

What is the purpose of this report?

This report summarizes all of your IMPACT information and includes your individual IMPACT component scores.

What are the components of my evaluation?

The school leader evaluation has two key components: (1) **Student Achievement Goals** – measures of students' learning over the course of the year; and (2) **Leadership Framework Standards** -- measures of the effectiveness of school leaders' leadership practices, outlined in the six LF standards, on improving student learning.

Student Achievement Goals

- **DC CAS Proficiency Goals (DPG):** This is a measure of all of your students' learning over the course of the year, as evidenced by the growth in the percentage of students who are at the proficient and advanced levels in reading and mathematics on the DC Comprehensive Assessment System (DC CAS).
- **DC CAS Subcategory Goals (DSG):** This is a measure of a prioritized group of students' learning over the course of the year, as evidenced by the growth in the percentage of these targeted students who are at the proficient and advanced performance levels in reading and mathematics on the DC CAS.
- **School-Specific Goal (SSG):** This is a measure of your students' learning over the course of the year that will address a high need area for your school's overall success. The DC CAS or other rigorous assessments can be used as evidence. The focus can be on increasing student achievement and/or on aspects of the school culture that will ultimately help drive student learning.

Leadership Framework Standards

- **Leadership Framework (LF):** This is a measure of the effectiveness of your leadership practices on improving student learning. Leadership Framework Assessments include both qualitative and quantitative measures of your impact on your school and your students along six key standards. The scores in each Leadership Framework domain from your mid-year and end-of-year assessments are weighted and averaged to generate an Overall LF Score.



2012-13 Final School Leader IMPACT Report

Prepared for Name at School

GOAL TYPE	STUDENT ACHIEVEMENT GOALS	BASELINE	TARGET	RESULT	SCORE
DC CAS Proficiency Goal – Reading	Increase percentage of all students at proficient/ advanced performance level on DC CAS in ELA	31%	44%	46%	Goal Exceeded
DC CAS Proficiency Goal – Math	Increase percentage of all students at proficient/ advanced performance level on DC CAS in Math	37%	42%	43%	Goal Met
DC CAS Subcategory Goal – Reading	Increase % of ELL students at proficient/ advanced performance level on the DC CAS in ELA	25%	35%	35%	Goal Met
DC CAS Subcategory Goal – Math	Increase % of ELL students at proficient/ advanced performance level on the DC CAS in Math	25%	53%	30%	Goal Not Met; Gains in Results
School-Specific Goal	Increase percentage of in-seat attendance	92%	96%	94%	Goal Not Met; Gains in Results

LEADERSHIP FRAMEWORK STANDARDS	MY LF SCORE	EOY LF SCORE
Instruction (INST)	4	4
Talent (TAL)	4	4
School Culture (SC)	4	4
Operations (OPS)	4	4
Family & Community (FC)	4	4
Personal Leadership (PL)	4	4
AVERAGE LF SCORE	4.00	4.00
OVERALL LF SCORE	4.00	

FINAL IMPACT RATING

Highly Effective



2012-13 Final School Leader IMPACT Report

How are the two key IMPACT components scored?

Each of your Student Achievement Goals is scored on the following five-point scale:

■ Goal Exceeded: School met the goal and exceeded by at least 1%
■ Goal Met: School met the goal within +/-1%
■ Goal Not Met; Gains in Results: School did not meet the goal but made gains compared to the previous year's results
■ Goal Not Met; Results Stagnated: School did not meet the goal and results were within +/-1% compared to the previous year's results
■ Goal Not Met; Results Declined: School did not meet the goal and results indicate at least 1% decline compared to the previous year's results

During the mid-year and end-of-year Leadership Framework Assessment process, each LF standard is scored on a 1 – 4 point scale:

- **Level 4:** Highly Effective
- **Level 3:** Effective
- **Level 2:** Developing
- **Level 1:** Ineffective

What were the sources for scoring the Student Achievement Goals?













For those of you who used school-level metrics, we reached out to you individually to obtain your results. Centrally tracked metrics were collaboratively scored by the Office of Human Capital, the Office of Data and Strategy, and the Office of the Chief of Schools along the five-point scale outlined above.








2012-13 Final School Leader IMPACT Report

How is my final IMPACT rating calculated?

Final IMPACT ratings are calculated by close and careful review of the school leader's performance on both the Student Achievement Goals and the Leadership Framework Standards. The process for determining IMPACT ratings involves both rubric-driven and discretionary approaches. There are three key steps in the process. First, once all evaluation components are scored by August, thresholds within the following rating calculation rubric are used to develop a preliminary IMPACT rating for all principals.

Evaluation Components		Highly Effective	Effective
Student Achievement Goals	DC CAS Proficiency Goal – Reading	 	 
	DC CAS Proficiency Goal – Mathematics		 
	DC CAS Subcategory Goal – Reading		
	DC CAS Subcategory Goal – Mathematics	  	  
	School-Specific Goal		
LF Standards	Overall LF Score	≥3.25	≥3.00

LEGEND:  Exceeded  Met  Not Met; Gains  Not Met; Stagnated  Not Met; Declines

- **Highly Effective:** In order to receive a Highly Effective rating, principals must exceed one DC CAS Proficiency Goal and meet or exceed the other DC CAS Proficiency Goal. They also must show gains in both DC CAS Subcategory Goals and School-Specific Goal. Moreover, principals must have an overall LF score of 3.25 or above.
- **Effective:** In order to receive an Effective rating, principals must meet one DC CAS Proficiency Goal and make gains in the other DC CAS Proficiency Goal. They also must show gains in at least two of their DC CAS Subcategory Goals and School-Specific Goal. Moreover, principals must have an overall LF score of 3.0 or above.
- **Developing:** All principals who have been reappointed and do not meet the standards for an Effective rating are rated Developing.
- **Ineffective:** All principals who have been non-reappointed are rated Ineffective.

Second, instructional superintendents review their principals' preliminary IMPACT ratings and recommend raising the ratings one level (e.g., from Developing to Effective, Effective to Highly Effective), in some cases, based on school context and other school-based factors. The final step is a data-driven discussion (also called the Final IMPACT Ratings Meeting) with the chancellor, the chief of schools and instructional superintendents to discuss and finalize principals' ratings.



2012-13 Final School Leader IMPACT Report

What is a preliminary IMPACT rating and a final IMPACT rating?

Preliminary IMPACT Rating: This is a rating that is generated based on the rating calculation rubric outlined above. The chancellor, the chief of schools, and instructional superintendents review the preliminary IMPACT ratings in preparation for the Final IMPACT Ratings Meeting.

Final IMPACT Rating: This is the final rating that is reported and shared with the school leaders. It also informs various human capital decisions. At the Final IMPACT Ratings Meeting, the chancellor, the chief of schools, and instructional superintendents engage in a data-driven discussion to review the preliminary IMPACT ratings distribution across the district and make adjustments to account for school context and other school-based factors. Based on the discussion, ratings for some principals were raised; no ratings were lowered.

What do these IMPACT ratings mean?

Please note while an IMPACT rating is not the full measure of your impact on your school community, especially your students, it is one important measure of your 2012-13 school year performance. It is based on student achievement goals you set at the beginning of the 2012-13 school year and how you sought to meet these goals throughout the year by striving to demonstrate effective leadership practices.

- **Highly Effective:** This rating signifies outstanding performance for the 2012-13 school year and indicates that a school leader has the ability to teach other school leaders. School leaders who earn Highly Effective ratings are considered for Standing Ovation Awards, tapped for district leadership opportunities, and are eligible to receive performance bonuses. School leaders who earn this rating will progress normally (i.e., one step) on their pay scales.
- **Effective:** This rating signifies solid performance for the 2012-13 school year. School leaders who earn Effective ratings are tapped to serve on district-wide task forces, provide input to district initiatives, facilitate learning sessions, and will be invited to participate in leadership development opportunities throughout the school year. School leaders who earn this rating will progress normally (i.e., one step) on their pay scales.



2012-13 Final School Leader IMPACT Report

- **Developing:** This rating signifies that school leaders experienced challenges meeting student achievement targets and/or may need additional support to improve on their leadership practices based on their performance during the 2012-13 school year. Instructional superintendents will prioritize working with these principals to identify their specific developmental needs and provide targeted professional development resources. School leaders who earn this rating will progress normally on their pay scales for the 2013-14 school year. School leaders with a Developing rating (for their performance during the 2013-14 school year) will not receive a step increase for the 2014-15 school year.
- **Ineffective:** This rating signifies unacceptable performance. School leaders who are non-reappointed will receive this rating and be removed from a principal position in the system. The non-reappointment process is the result of a review of multiple years of performance within the district, and the IMPACT rating is only one of those measures.

Am I eligible for a bonus?

School leaders who received a Highly Effective rating are eligible for an annual bonus according to the chart below. School leaders with a Highly Effective rating who lead High-Need schools (free and reduced-price lunch rate of 50% or higher) will receive an additional bonus.

Role	IMPACT Rating	Bonus	Add-on if You Lead a High-Need School*	Total Possible Annual Bonus
Principal	Highly Effective	\$15,000	\$15,000	\$30,000
Assistant Principal	Highly Effective	\$7,500	\$7,500	\$15,000

*A high-need school is defined as a school with a free and reduced-price lunch rate of 50% or higher.

Will I receive a step increase? When will it take effect?

All returning school leaders will progress normally (one step) on their pay scales for the 2013-14 school year. The step progression will go into effect during the first pay period of FY2014 (on October 6, 2013) and your paycheck on November 1, 2013 will reflect the step increase. Please note that that beginning with the 2014-15 school year, only returning school leaders with a rating of Highly Effective or Effective will progress (one step) on the pay scale.

What should I do if I have a question about my report?

Please contact the IMPACT Team at 202-719-6553 or impactdcps@dc.gov.



2012-13 Final School Leader IMPACT Report

What should I do if I would like to appeal my IMPACT rating?

Pursuant to 5-E DCMR 1306, any District of Columbia Public Schools (DCPS) employee who receives a performance rating of "below average" or "unsatisfactory" may file an appeal with the Chancellor of DCPS. Only school leaders whose final IMPACT rating is Developing may file an appeal to the Chancellor. Your appeal must be filed within thirty (30) days of your receipt of the contested evaluation, but no later than October 11, 2013. Appeals to the Chancellor must be filed with DCPS via the IMPACT database. You can access the IMPACT database at <http://impactdcps.dc.gov>. Your login information is your dc.gov email address and password. All appeals will be reviewed by the Chancellor or her designee(s). DCPS will provide a written response to all appeals.

